

THE STUDENT'S PEN

JUNE, 1931

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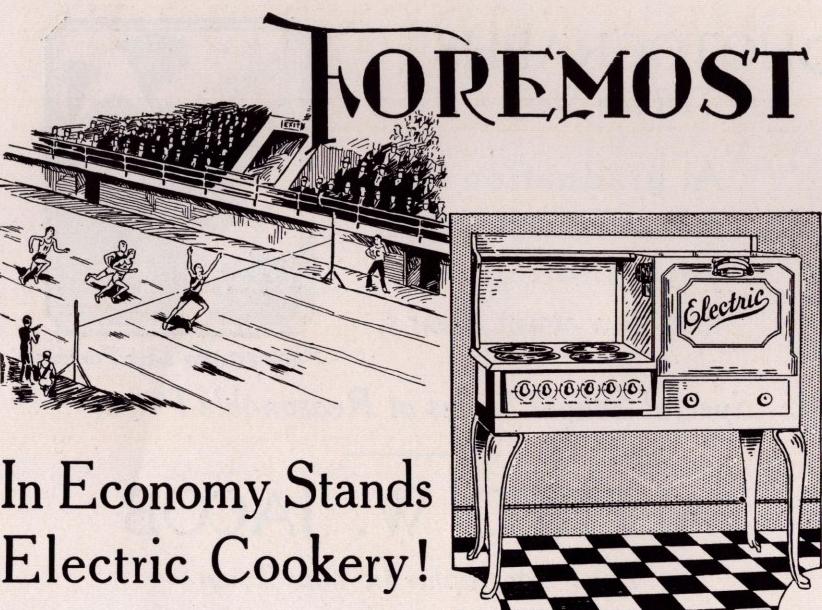
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THE STUDENT'S PEN

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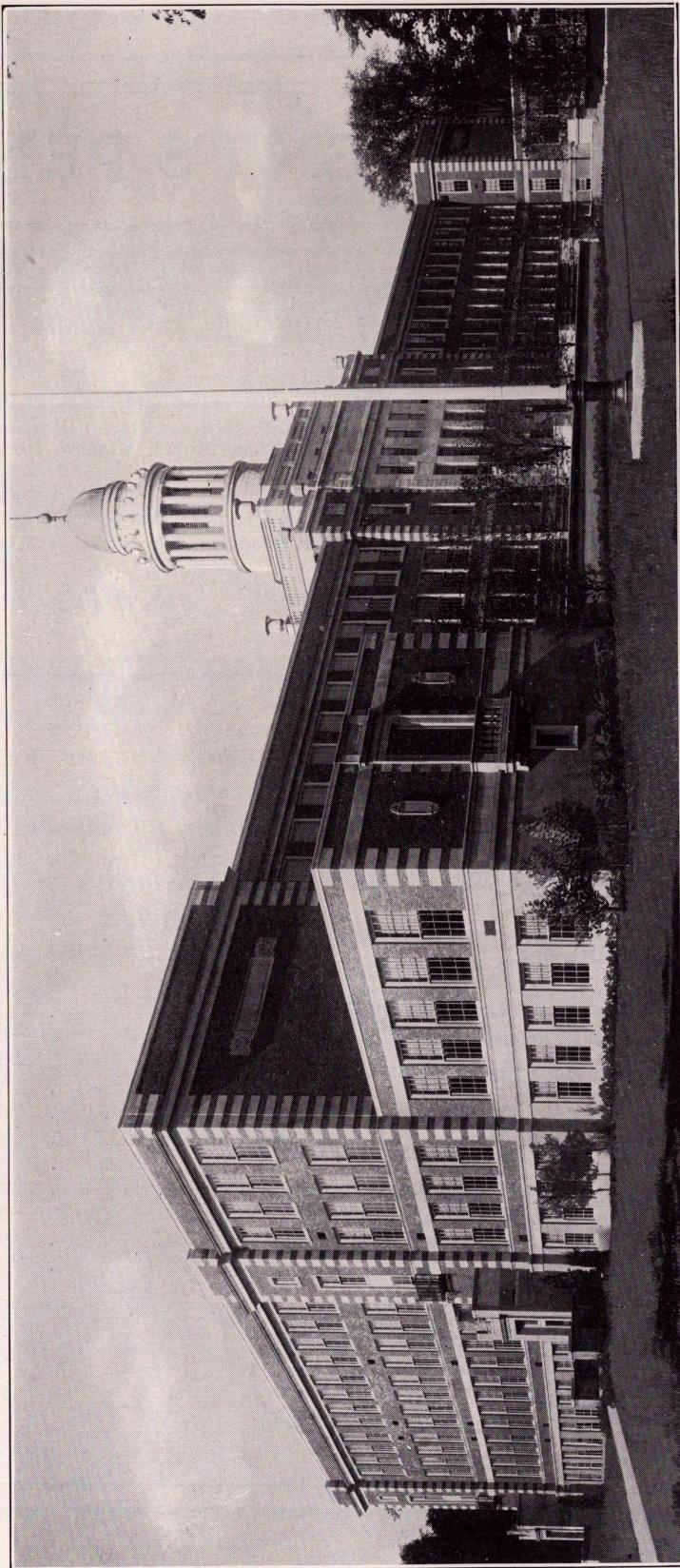
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THE NEW PITTSFIELD HIGH SCHOOL

The New Pittsfield High School

A THRIVING city invariably meets the demand for new schools; schools that are larger to accommodate more students, schools that are better equipped to offer students the best that money can buy, schools that grace, that do not mar the beauty of a city, and schools that are modern to keep abreast with the advancements of time. At such a period in the growth of such a city, a general directing commission consisting of those citizens best fitted for the task is selected, the necessary business transactions are made, the ground is broken, the cornerstone is laid, and before one realizes it, the building is completed and dedicated.

Our own city has just passed through this stage in its growth, and the result is one of the finest schools in Massachusetts. For a little less than two years the building has been under construction and now that it is finished, it is with the greatest pride and pleasure that we point it out as the "New Pittsfield High School."

While walking up the wide steps and long front walk one is deeply impressed by the lofty tower and the long expanse of red brick walls to the left and right. Just inside the doors on either side one is reminded of the purpose of the edifice and of the outstanding historical incident that occurred on the site, namely the writing of "The Old Clock on the Stairs," by Longfellow. A few steps up from the entrance is the main lobby, from which the main hall on the first floor, and stairs to the second and third floors and basement lead.

Directly off the lobby is the main office. Here are located the teachers' mail and notice boxes, the large switchboard controlling the telephones found in each room, the student records, and other office equipment. Adjoining this main office are the principal's private office and those of the two vice principals, a conference room, and a dental and medical room. The latter is to be used in giving first aid to students injured or taken ill during school hours and also for health examinations each term.

Opposite the main entrance and across the lobby is the auditorium, which will seat fourteen hundred and forty-eight people. The stage, which seats two hundred and fifty, the numerous dressing rooms, the stage equipment, and the lighting systems provide such facilities for dramatics as Pittsfield High has never before possessed. There is also full equipment for moving pictures and slides.

At the northern end of the eastern wing on the first floor is the music room. This room is designed to seat a full symphony orchestra or band comfortably. The additional features of this room are its sound proof and sound absorbing walls and ceiling, and the many closets to contain the various musical instruments, music racks, and music when not in use. This room gives the music instructor a golden opportunity to build up the band that Pittsfield High School has so long needed.

Adjoining each main corridor are two large locker alcoves, making six in all, which provide each student with a private locker in which to hang his hat and coat while he is in school. The installation of these lockers marks the end of the thefts of the students' personal belongings that have been so prevalent in the old school.

With the exception of a teachers' rest room and numerous small book rooms, the rest of the first floor consists of the usual class rooms. These rooms are truly models of their type; the desks, the seats, the blackboards, the lighting fixtures, the windows, and the color schemes are all that could be desired by anyone.

On the second floor one finds one of the outstanding features of the school, the library. The room itself is quite large and is lined with book shelves capable of holding about seven thousand books. In the center there are tables and chairs for reference work. Just off the library is a rather small room which is to be the librarian's office. When this library is finally filled with books and reference material, it is certain to be one of the greatest assets of the school.

Perhaps the best improvements of all are the five study halls, each capable of seating seventy pupils. In case of over-crowded conditions, twenty more desks and chairs can be placed in each hall. No longer will the students be forced to study in a room with a reciting class; from now on all students will spend their study periods in these halls.

A salient addition in the new school is the drawing room. Here is found a striking example of the efficient lighting system which prevails throughout the entire building. In this case the room is lighted with special fixtures which throw the light up to the ceiling where it is deflected in all directions. Through this device of having no direct light, the shadows caused by ordinary lights, which hinder the artist, are done away with. There are also special drawing desks, each containing drawers with combination locks, thus insuring the safety of the student's instruments.

On the second floor there are also many class and recitation rooms, a men teachers' rest room, the school bank, and class rooms with movable desks and chairs. This latter type of furniture lends itself readily to grouping and will permit class room dramatics or other activities which require a larger floor space than the average class room offers.

The Commercial and Science Departments divide the third floor nearly equally between them. The former contains sound proof typing rooms, machine rooms, bookkeeping rooms, accounting rooms, and office practice rooms, all of which are equipped with special desks and chairs for their respective types of work. Chemistry, physics, and biology laboratories, science lecture rooms, demonstration rooms, a science workshop, and chemical storerooms are devoted to the science department.

The new building has every modern safety device to insure the security of the students from fire. The entire ceiling space is dotted at regular intervals with automatic sprinklers. In each of the three main corridors there are two fire alarm boxes which not only sound an alarm throughout the school, but also sound an alarm at the central fire station. In this manner those few priceless seconds which it takes to telephone or to run to the alarm box outside are saved. Although there are no fire escapes, there are six wide fireproof stairways, which make the outside escapes unnecessary. The entire school, with the exception of the furniture, floors, and the tower, is built of fireproof materials.

Beyond a doubt the newest thing in the line of high school accessories is the elevator. This valuable addition, which is for freight purposes, is of the newest

type. It is controlled by the push-button method and has a special safety device which makes its operation impossible until the doors are firmly closed.

Since the new school will do away with the double session, and the school day will last well into the afternoon, a cafeteria for luncheon is necessary. This room, which is in the basement of the left wing, will accommodate seven hundred and fifty students at a time. Because of the fact that there are about fourteen hundred pupils, it will be necessary for them to eat in two shifts. The kitchen of the cafeteria is one of the best, if not the best, in this city. It is large enough to prepare a full meal for every student in the school if it should be necessary. It has gas stoves, a potato peeler, a dishwasher, several large baking ovens, and a gigantic "Kitchen-Aid" which can do anything required of it in the kitchen from mixing dough to cracking ice. The two dispensing tables are of the most modern and practical design; each has a large electric refrigerator for ice cream, milk, and cold drinks.

The building's heating plant consists of two automatic stoker feed boilers, with a third kept in reserve in case of emergency. With thermostats in each room and a very efficient ventilating system, all danger of there being cold or overheated rooms is obliterated.

The Home Economics Department, which is also in the basement, has many new improvements. There is a clothing room, a food room, a dress-making room, and an apartment of six rooms where the girls will receive practical home experience.

There are, too, on this lowest floor, besides many rooms which are as yet undeveloped, the gymnasium, the lockers, the showers, and the guest lockers and showers. The gymnasium is as large as that at the Boys' Club and will provide a place for playing interscholastic basketball games with ample room for an audience. The new guest lockers and showers will make it possible for Pittsfield High to extend in the future a heartier welcome and show better hospitality to its rivals in the various fields of sport.

After the relation of the many merits of the school, there remains but one more thing to be discussed—the student body. Since this important factor cannot be made to order and since it depends entirely upon itself, we may only hope that with this ideal school as an ever present stimulus, the students will raise the standards that our predecessors have already set, still higher toward the goal of supreme excellence.

Robert Morrison '32'

Our Opportunity

UR new, modern, well-equipped building will provide for the resumption of activities temporarily discontinued and for the institution of new activities essential to our program. The provisions for physical education, for noon lunch, for study, and for extra curricula activities are the most modern.

To the extent that we are able to use these facilities with care and efficiency shall we be able to give tangible evidence of our appreciation to the citizens of Pittsfield who have made our new building possible.

We must remind ourselves that a building is not a school. Persons, pupils and teachers, make a school what it is. Let us resolve to enter our new building with a new purpose and a new ambition to make Pittsfield High School worthy of the structure which is about to enclose it.

Roy M. Strout, Principal

Extracts from Address of Charles L. Hibbard



AT last the journey's end! On the fifth day of January 1925, Honorable Fred T. Francis, the then Mayor of this city, was authorized to appoint a Commission on the new High School. Acting under that authorization, on January the twelfth of that year he named to that Commission Henry C. Crafts, Simon England, Clifford Francis, Robert F. Stanton and your speaker. While so acting, both Mr. Crafts and Mr. Francis died. It is our desire that almost our first words shall be in appreciation of the service they rendered while permitted to serve and of the great loss to their associates and the city by reason of their untimely deaths. Keen business judgment, courage in the expression of that judgment and unselfish devotion to the public interest find permanence in this building and the site on which it stands.

To fill vacancies and to enlarge the Commission, Eugene W. Backman, Thomas H. Bennett, John B. Cummings, Harold F. Goggins and Joseph M. McMahon were added to its membership. Lorne B. Hulsman served as its first clerk and was succeeded upon his resignation by Matthew J. Capeless.

The site upon which this building stands was first recommended on December 14, 1925. This recommendation did not find official support. There followed long months of study of other sites on the part of the Commission and other recommendations which likewise did not find favor, but on August 3, 1928 the Commission, returning to its first choice, found a changed public sentiment and its recommendation was adopted by the City Council of that year. There had preceded this action careful study of the needs of the public school system, the funds available, the physical development of the city and the probable future growth. With these factors at hand, our architects developed plans for the building and equipment. These in tentative form were presented to the City Council on June 10, 1929, and were approved. The corner stone was laid on March 28, 1930, with appropriate exercises wholly managed by the pupils of the school.

And now, six years and five months to a day from the passing of the original order, what was then a project has become a reality and we dedicate this building to the uses and purposes for which it has been planned and built.

This building is not a perfect structure—if it were we would be supermen. It must be adjudged not alone by what it is but also by what it will do. Devoted to teaching and to learning it symbolizes the importance of those functions. When you have inspected it, as will be your privilege on the morrow, I am sure you will be unanimous in your approval of my statement that no city was ever served by men more zealous in their desire to give to the city and to its youth the best within reason, more unsparing of their time and strength and more honor-

able in the discharge of their trust than my associates in the planning and construction of this building.

Our architects and engineers have served us with great skill, creative genius and business management to which the speaker pays a personal tribute. To them belongs the credit for the beauty of the building, the perfection of this auditorium, whose possibilities for civic good and pleasure are almost immeasurable, the completeness of the planning and the construction within the monetary limits accepted by the Commission as absolute and final.

If time served we would wish no greater privilege than to mention by name each contractor who has had part in the building and equipment. We are glad to pay a tribute to the genuine interest, the desire to do good work and the real pride in their accomplishment shown by all and by their employees as well. The Commission and the city have been served by inspectors whose faithfulness, honesty, ability and zeal are beyond praise.

We must not fail to pay a particular tribute to the helpfulness of the school authorities. To Mr. Strout and his associates for their constant and invaluable assistance these past months we owe a debt of gratitude which mere words cannot express. To all of these, our co-laborers, we extend our genuine gratitude and appreciation.

May I now be pardoned a personal word. My memory goes back, alas one does not like to think how many years, to those days of long ago and far away when an overgrown country boy was a pupil in a High School in a little town to the south of this city. I see in memory's glass a square low-ceilinged room with meagre equipment and most elementary conveniences. I see yet more vividly a gray-haired man with strong yet benignant features, a little bowed with the weight of years, a christian gentleman and a teacher by word and example of all that was best. The building and the teacher are gone; all we learned of the problems of geometry, of algebraic formulas, of Latin noun and Greek are buried under the impressions of years, yet the Lee High School and Abner Rice live in the minds and souls of those whose privilege it was to spend four formative years in a school which was something more than a building and under a master whose influence like the waves of the air and sea will know no end.

"Unsummoned crowd the thankful words

For all that thou hast been to me."

This great structure, strong in its several members and beautiful to look upon tonight is but a vast mass of inert material—stone and brick, steel and copper, wood and plaster, paint and glass—dead. Yes, dead and of no value except the soul and mind of man enter into it and make it live. On the morrow it will live. It will be a reality, a tool to use, a home to cherish and not to mar, an institution to love and an inspiration to loyalty and ambition. Here will be found the opportunity to acquire the knowledge which makes for larger life. What words can add to that inscription to tell the purpose of those who have planned and wrought it? Yet complete as it is and all its appointments it will fail unless those who here teach and guide the youth within its walls inspire by word and example the never ending stream of boys and girls to noble aims and are themselves imbued with wisdom, zeal and patience.

"The representative American has been notably characterized by the wish that his children might do better by themselves than he could do by himself.

He wishes them all the advantages that he has been obliged to get on without, all the opportunities not only for material well being but also for self-advancement in the realms of mind and spirit."

This building has not risen in a day. It is the product of human labor and sacrifice, the tangible evidence of the sacrifices men and women are willing to make that their children and their children's children may have and enjoy greater opportunities and larger life.

Here it stands and will continue to stand for years to come, a symbol of these sacrifices, its beautiful tower pointing ever to the sky as if teaching a lesson to each new group of students that in the higher realms of mind and spirit lie the broader visions and the larger life.

The Pittsfield High School Commission

PN January 12, 1925, Mayor Fred T. Francis appointed a committee to consider the project of a new high school. This committee consisted of five members: Judge Charles L. Hibbard, chairman; Clifford Francis, Henry C. Crafts, Robert F. Stanton, and Simon England. Mr. Lorne B. Hulsman was appointed clerk. Two of the original members, Mr. Clifford Francis and Mr. Henry Crafts, died. In their places, Eugene W. Backman and Joseph M. McMahon were appointed. Presently the commission was enlarged to include a member of the Board of Aldermen, Harold F. Goggins; a representative of the Common Council, Thomas H. Bennett; and a representative of the School Committee, John B. Cummings. Mr. Hulsman, the clerk, moved out of the city, and Matthew J. Capeless was named clerk. This commission then proceeded to do business.

The first task was to decide whether to build a new high school or not. Many people, including former Mayor Allen H. Bagg, favored building wings on the old structure. This plan was dropped, however, since such an addition would not take care of the needs of the growing city. Therefore, a new building had to be erected.

The next problem confronting the commission was the choice of a site. The Plunkett-Hull-Kellogg property was recommended as the most desirable location. Much opposition to this plan arose, however, because of the proposed destruction of the house where Longfellow conceived the idea for "The Old Clock on the Stairs." As a result of this protest, other sites were considered. Some people favored building the school on the unoccupied lot east of the old building, while others considered the Edwards property at the corner of East and Elm Streets a fine spot for a new high school.

The Longfellow site was finally selected, plans for the structure were drawn, and the contract for its erection awarded. Many months have passed until now the building, representing an investment of about one and a half million dollars, is completed. The City of Pittsfield owes a great debt of gratitude to the members of this commission, who gladly gave so much of their time and energy to the project. In order to secure the best type of building for the city, they visited many other cities and other high schools. As a result of their work, the city of Pittsfield has a school of which it can well be proud. This commission is heartily to be commended for its faithful and efficient work.

Frank Wetstein '32

DR. JOHN F. GANNON
Superintendent of Schools

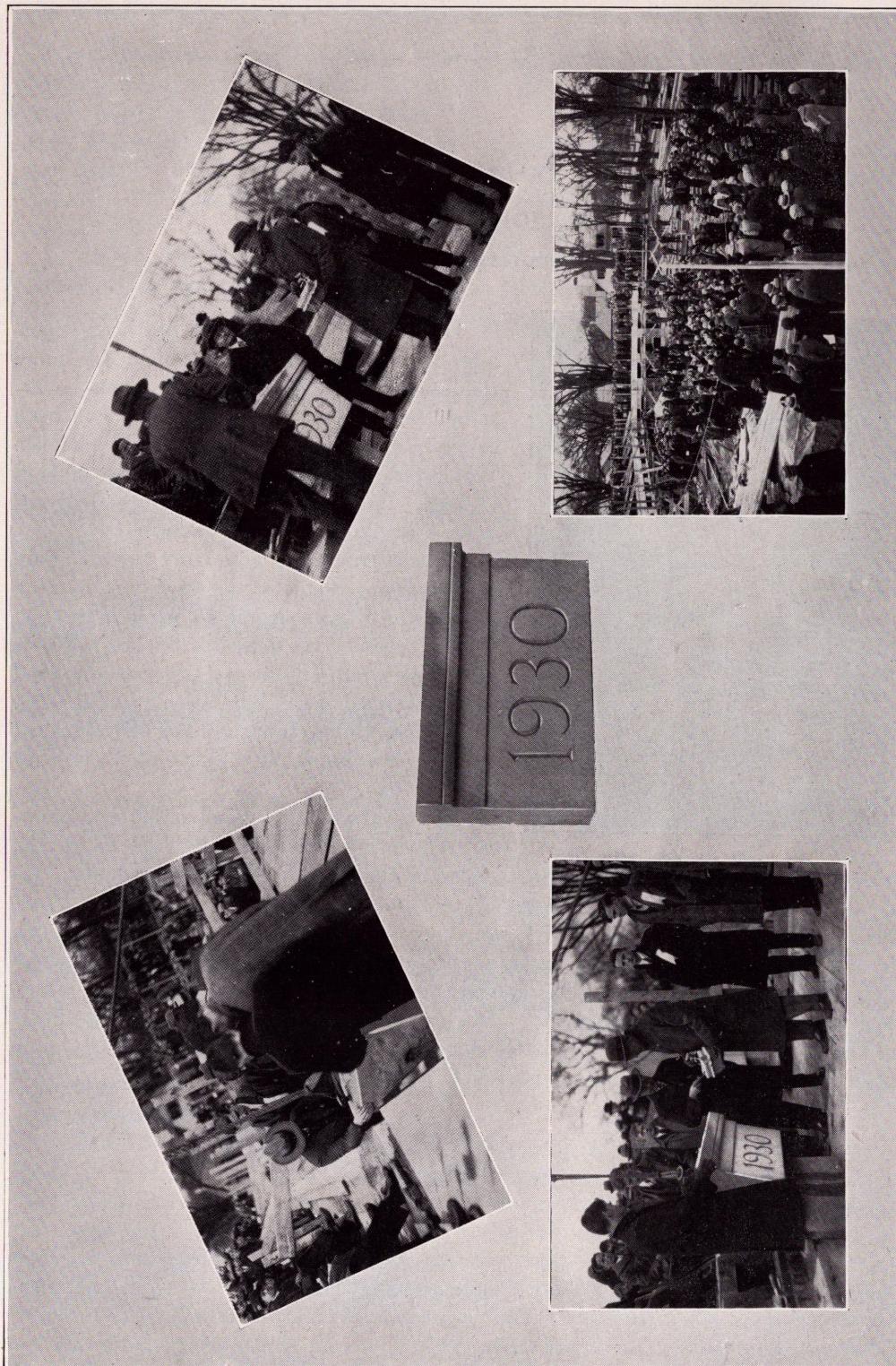


Dr. John Francis Gannon has been superintendent of schools in Pittsfield for more than a decade. Prior to 1920 when he assumed his local duties, Dr. Gannon had been assistant principal of Classical High School in Worcester, professor of Latin at Seton Hall College, and assistant superintendent of schools in Worcester, Massachusetts.

He was graduated from Holy Cross College in 1896 with a Bachelor of Arts degree, earning his Master of Arts degree six years later. In 1912 he received the degree of Bachelor of Law at Northeastern University and was admitted to the Massachusetts Bar Association in 1913. Holy Cross College awarded her distinguished alumnus an honorary degree of Doctor of Laws in 1923.

Dr. Gannon holds membership in numerous educational associations and is at the present time president of the Massachusetts Association of Superintendents. He is also a trustee of Massachusetts State College. Under his supervision Pittsfield's ten thousand boys and girls are educated. The local school system, which is organized according to the six-three-three plan, is very efficient, and the school department has quite successfully solved the problem of overcrowding, with which many American cities are puzzled. Due to the conscientious and untiring efforts of Dr. Gannon and his associates the schools of Pittsfield occupy an outstanding position among the educational systems of Massachusetts.

Edward Michelson '32



The Laying of the Cornerstone

March 28, 1930

THE students of Pittsfield High School were invited by the school commission to conduct the exercises in connection with the laying of the cornerstone of our new high school. Mr. Strout accepted this invitation on behalf of the student body. The faculty committee assisting Mr. Strout with the program and arrangements was as follows: Miss Madeline E. Pfeiffer, chairman; Miss Rachel W. Morse, Miss Isabel Power, Miss Katherine McCormick, Edward J. Russell, John H. Ford and Milon J. Herrick.

On Friday morning, March 28th, the whole student body assembled at the site of the new building to conduct a simple but impressive program. Jonathan England, President of the Student Council, acted as chairman. The school, accompanied by the orchestra under the direction of Charles F. Smith, sang "America the Beautiful." Then Thomas Joyce, our school orator, spoke on "Our New Building." Miss Betty Browne, a member of the Junior "B" class, read an original poem touching on the significance of the occasion. Mr. Goodwin, who has served for forty-two years on the faculty of Pittsfield High School, read an historical paper, and laid the cornerstone. The members of the committee assisting Mr. Goodwin in laying the stone were Victor Wagner, Henry Schachte, Charles Hannum, Fred Calderwood, Robert Canfield, and Wallace Jordan. Again the voices of the students rose in harmonious song. This time the song was "America." The last feature on the program was the singing of our school song, "Pittsfield High School."

Many prominent citizens attended the exercises. In the front row were seated the members of the high school commission, Judge Charles Hibbard and his associates; Mayor Jay P. Barnes; members of the city council; Dr. John F. Gannon, superintendent of schools, and his assistant, Mr. Martin L. Huban; Chairman L. J. Smith of the school committee, and other dignitaries. Chief John L. Sullivan of the police department was also on the platform. The Rev. Eugene L. Marshall of St. Joseph's was among the guests. Mr. Daniel F. Farrell, chairman of the park commission, and various other officials of the city attended.

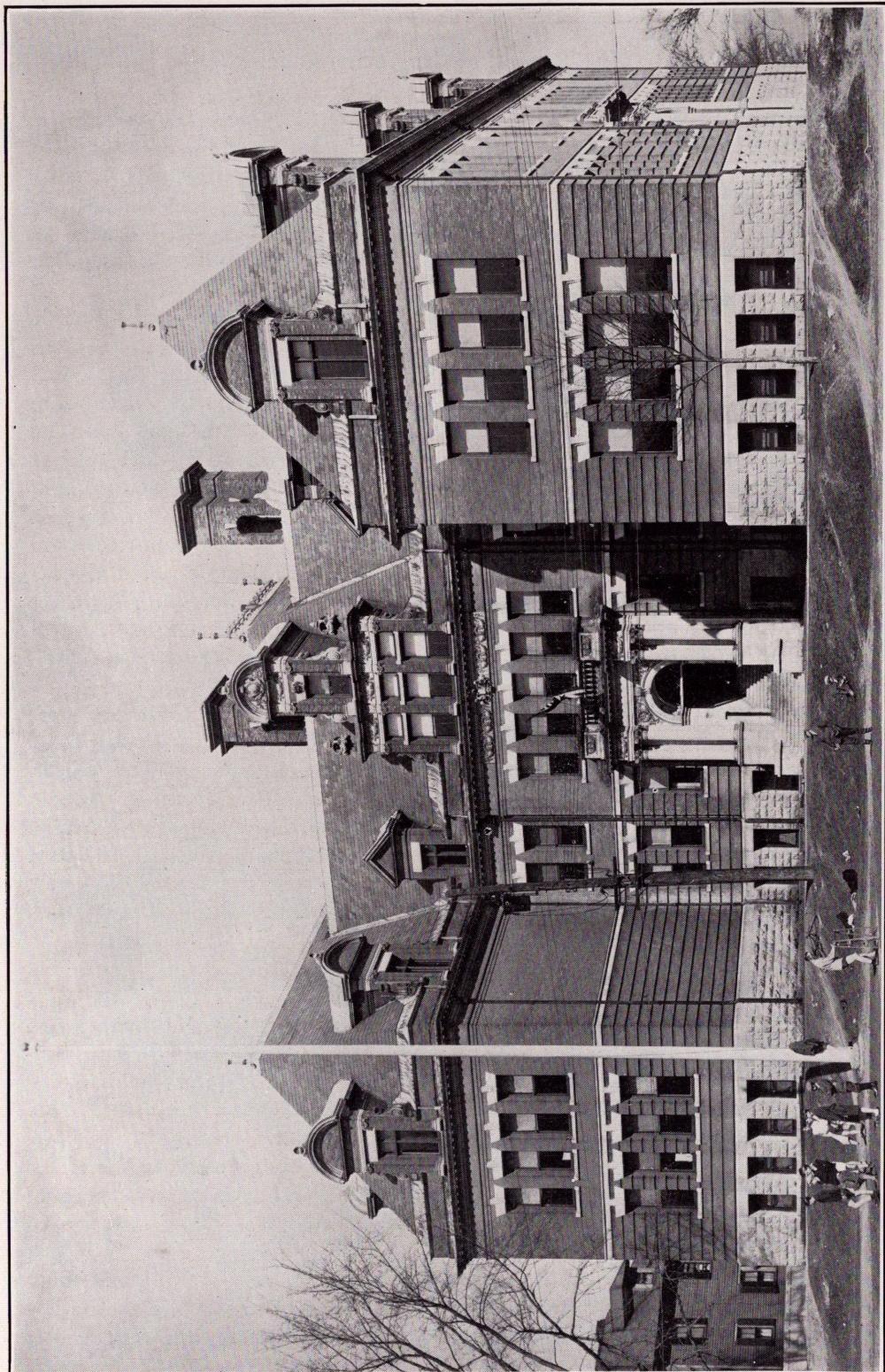
Historical Sketch

(Read at the Laying of the Corner-stone)

THE Pittsfield High School had its beginning eighty years ago. It then had 66 pupils and two teachers. Thirty-eight years later, when I became connected with the school, the attendance had about doubled, and the teaching force had increased to five. Now, with our enrollment of 1150 and our faculty of 49, we have a school ten times as large as when I first knew it.

The school at first was housed in a small wooden building on the site of the present postoffice. That building, afterwards rebuilt and enlarged, was occupied for many years by the Center Grammar School, and was finally removed to Dunham Street, where it still stands as the Municipal Building.

The high school moved from this building to the old Medical College building on South Street, where now stands the Memorial Monument. When that building was burned in 1876, a new brick school house was erected on the same site, and was occupied by the high school until 1895, when that also was destroyed by fire.



The school continued its sessions, however, with but slight interruption, on the upper floor of a business block on West Street. The time lost because of the fire was made up by keeping school on Saturdays, the rest of the term.

At one time, while the South Street building was being enlarged, the school met for a few months in an old theater connected with the Burbank Hotel, located near the present railroad station.

In January, 1898, thirty-two years ago, we moved into the present building, then new, and described in the *Pittsfield Sun* as "strictly up-to-date in architecture and fittings." It was also much larger than we needed. The whole school, numbering then about 200, was seated in five rooms on the second floor. The first floor was occupied by a grammar school, and the third was used only for classes in science and drawing.

Five years passed before we needed even one room on the first floor. Then the growth of the school became more rapid, and by 1912, the building was filled to its capacity. Soon it became necessary to have an afternoon session for part of the freshman class, and to transfer commercial pupils to the Read building on Fenn Street.

The establishment of the Junior High School afforded a temporary relief to the ever growing enrollment, since it left only three classes instead of four for the Senior School. But now, as you all know, the numbers have again increased to such a point that even with our double session the crowded condition is worse than ever.

Thus through many vicissitudes the school has progressed from its humble beginning of eighty years ago.

And now, as we look upon this expansive foundation and this rising frame, we find ourselves near to the realization of our fondest hopes.

We are here to lay the corner stone of a wonderful new home for our beloved school. That corner stone and the solid masonry surrounding it, are emblematic of the meaning of all education. For Education, in its truest sense, is a foundation for the superstructure that life will build.

The spacious halls that are presently to rise upon these concrete walls will typify the unstinted opportunity offered by a generous city to all its boys and girls.

The beautiful tower, pointing to the sky, will fittingly symbolize the high ideals of manhood and womanhood for which the school has stood in the past, and for which, we hope, it will forever stand.

The High School Commission has worked long and faithfully in selecting this marvelous site, and in securing the plans for an ideal school building. The city government has sanctioned the choice, and provided the means for erecting the structure. It remains for us, the pupils and teachers of the school, with the co-operation of the superintendent and school committee, to pledge ourselves by all our powers of heart and hand and brain to make the school worthy of its new home.

The building holds out to our school a promise of better things than have ever before been possible. It is for us and those who shall come after us to bring that promise to fruition, believing with Browning, "the best is yet to be."

William D. Goodwin

To Pittsfield High School

(On Laying the Corner-Stone, March 28, 1930)

Today we lay the corner-stone
Of PITTSFIELD HIGH—yet not alone
Of thee, O structure made with hands,
But of that which through the ages stands.

For as the long years pass away,
Unnumbered corner-stones thou'l lay
For lives whose usefulness will be
Fitting memorials to thee!

As stone by stone thy walls shall rise
To stand forth etched against the skies,
So shalt thou help to build on earth
Strong characters of lasting worth.

And when thou hast returned to dust—
As under Time's grim hand thou must—
Thy works shall live, DEAR PITTSFIELD HIGH,
For Truth and Wisdom never die!

Betty Browne '32

The History of the Site

"Oh, the little birds sang east, and the little birds sang west,
(Toll slowly)

And I said in underbreath,—all our life is mixed with death,
And who knoweth which is best?"

MRS. BROWNING'S beautiful lines express well the peculiar intermixture of joy and sorrow which many people feel whenever they reflect on the history of the site upon which the new Pittsfield High School is now standing. For to those of the elder generation who cherish beautiful memories of a Pittsfield of a former day, and to numerous others who love and honor the tradition of a cultivated, gracious society, it seems that, in providing such splendid facilities for the vigorous life and growth of the high school, we have removed one of the all too rare tangible connections which link the Present with the glorious Past.

It is fitting, however, that, in conjunction with the great and merited praise which is being given elsewhere to the new building and to those who have carried on, in so worthy a manner, the task of its erection, there should be some mention made of the story of the historic ground on which it is situated.

About the year 1798, Thomas Gold, Esquire, a prominent Berkshire citizen of the day, purchased the land on East Street, at the corner of what was later to become Appleton Avenue. On this property, he erected a mansion house of wood, built in the prevailing style of the period. The main building was two stories in height, and had a roof in the shape of a very low pyramid. An ornamental railing of wood surrounded the roof. To both the east and west ends of the dwelling, low wings were attached, of which the former was used as kitchen, while the latter was Mr. Gold's law office.

In the very early years of the nineteenth century, Mr. Gold was one of the group of Pittsfield citizens who organized the Agricultural National Bank. In the financial transactions involved in launching this institution, he was assisted by Mr. Nathan Appleton, of Boston, a leader among the business men of that city, one of the founders of the Lowell textile industry, and one of the wealthiest inhabitants of Massachusetts at that time.

Mr. Appleton subsequently married a daughter of the Pittsfield attorney, and after the latter's death, Mr. and Mrs. Appleton made the house, "Elm Knoll," as it was called, their summer home, although Mr. Appleton's business interests necessitated their return to Boston in the winter. The property was also used as a summer residence by Nathan Appleton's son, Thomas Gold Appleton, whose daughter, Florence Elizabeth, married the poet, Henry Wadsworth Longfellow.

It is from this connection with the famous author that the old house achieved its greatest note. It is extremely doubtful if Longfellow ever spent more than a few days there, and it is certain that the place never held an especial appeal for him. However, once, when visiting at "Elm Knoll," he wrote his well-known poem, "The Old Clock on the Stairs," inspired, it is said, by an ancient grandfather's clock which stood on a landing of the staircase.

About the middle of the century, the property passed into the hands of the Plunkett family. At this time, the size of the household necessitated the adding of the high roof which, to all succeeding generations, was one of the familiar

features of the house. At the same time, the façade and wings, together with the rest of the exterior of the structure, were altered substantially, in order that they might be in harmony with the new roof.

From that time until a few months ago, the house was occupied by various members of that distinguished family, of which it has been said that "for seventy years, it has been the backbone of Pittsfield." Its various members have played an important part in the organization and development of numerous industrial and social enterprises. Of this family also came Edward Boltwood, who wrote a history of Pittsfield to supplement the earlier work by Smith.

The house known as "Elm Slope," which stood just to the west of "Elm Knoll," although it, also, had interesting literary associations, was known chiefly as a gem of architecture. It was built in 1820, by Thomas Gold, Sr., for his son, Thomas Augustus Gold. The architecture was of the colonial type, found in Virginia. The structure was of brick, was two stories in height, and was surmounted by a roof of the same type as that which first adorned "Elm Knoll." At the front, the roof terminated in a pediment, which was supported by four heavy, tall columns, capped by Ionic capitals. This was adorned by a broad fan-window, of which there were three others in various parts of the building.

In 1848, the house passed into the hands of the Honorable Ensign Hosmer Kellogg, for fifty years a leader in Pittsfield affairs. Besides holding a place of pre-eminence in the commercial and industrial activities of the town, and achieving distinction as a member of the Berkshire County Bar, Mr. Kellogg was interested in public concerns. He represented the town in both branches of the state legislature, and was a member of the International Commission which met at Halifax to adjust disputes relating to the Canadian fisheries.

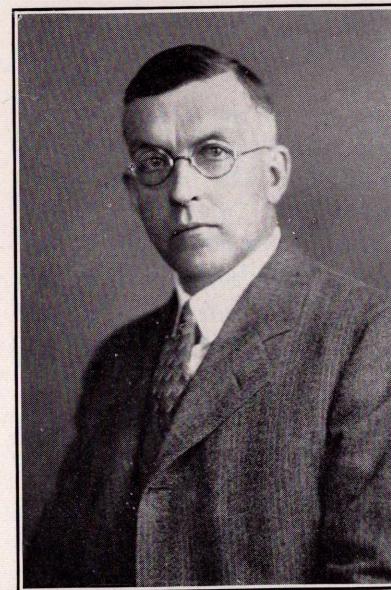
Both Mr. and Mrs. Kellogg were much interested in literature, and among their numerous friends were included various people of literary note, of whom the most famous was Dr. Oliver Wendell Holmes. The "genial Autocrat" was a frequent visitor at "Elm Slope" during the years when he spent his summers at his estate on Holmes Road, and afterward, until the end of his life, he and Mrs. Kellogg kept up a correspondence. It is from Dr. Holmes's letters to Mrs. Kellogg that the present generation is enabled to learn what he thought of Pittsfield, and how much he enjoyed his visits and friends here. It was Dr. Holmes, too, who suggested, when one of the huge "trunks" of woodbine which twined about the pillars of the "Elm Slope" portico broke, that the two parts should be glued together. Strange to say, this rather unorthodox tree surgery was completely successful, for the beautiful old vine continued to grow as usual for many years thereafter.

After Mrs. Kellogg's death, the house was, for a few years, occupied by Mr. and Mrs. William Hall. In 1912, however, Mrs. Kellogg's granddaughter, Mrs. Brace W. Paddock, with her husband and their children, moved into it. In their hands it remained until 1929, when the official condemnation of the property to the public use made their departure necessary. Shortly after Dr. and Mrs. Paddock quitted "Elm Slope," Mrs. Paddock's aunt, Miss Harriet Plunkett, removed from "Elm Knoll," and the property was formally transferred to the City of Pittsfield.

Edward S. Willis '32

MR. ROY M. STROUT

Principal



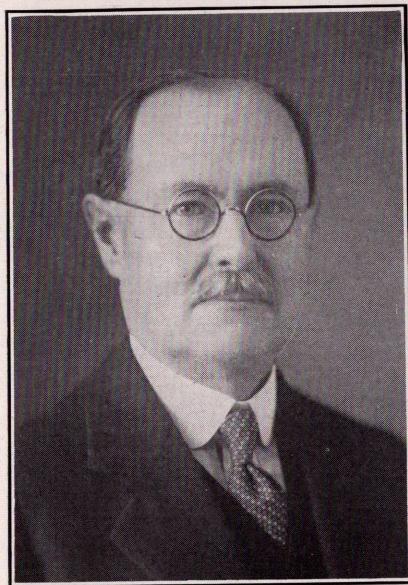
Mr. Roy M. Strout was graduated from Bates College in Lewiston, Maine, in 1911. After leaving college, he did graduate work at Harvard University and, completing that, he was chosen principal of Holten High School in Danvers, Massachusetts. In March 1921, Mr. Strout came to Pittsfield as our principal.

In 1925 Mayor Francis appointed a commission of men, who, in December of that year, chose the present Hull-Plunkett location for our new high school. In 1928 the buildings were torn down and since that time Mr. Strout has been giving much of his time to making our new building a reality. First of all, he, together with a faculty committee which included the vice-principals, Mr. Goodwin and Mr. Ford; and the department heads: Mr. Dennison, Mr. Smith, Mr. Her-

berg, Mr. Russell, Mr. Innis, Mr. Carmody, Miss Morse, Miss Pfeiffer, Miss Nicholson, and Miss Gerret, made for the architects working schedules for a school of twelve hundred and for a school of sixteen hundred. Next a complete set of recommendations for every room in the entire building was made. This, in itself, was a large undertaking. In connection with the purchase of equipment for our new building, Mr. Strout, accompanied by some of the department heads, was sent to study the equipment of other school buildings in Massachusetts, Connecticut, and New York. Mr. Strout also went to the National Education Association's exhibit of scholastic equipment at Atlantic City in February, 1930. The Principal and faculty committee made recommendations to the Commission when the equipment was purchased and have assisted the commissioners in the supervision of its installation.

The students of the present and those of the future will never be able to realize fully the amount of time and energy spent by Mr. Strout and by the High School Commission in helping to bring into existence our much needed new school.

Ruth Scace '32

MR. WILLIAM D. GOODWIN—Vice Principal

Mr. William D. Goodwin, a vice-principal and head of the classical language department, graduated from Amherst College in 1888 and started teaching Latin and Greek in September of that year in our high school, which was at that time, on the location of the present Memorial Park on South Street. When that building burned in 1895, Mr. Goodwin taught in the temporary school located on the third floor of the structure which is now Westerly Hotel. In 1898 the present high school was completed and from 1903 to 1911 Mr. Goodwin was principal. Since then Mr. Goodwin has acted as a vice-principal and has also had charge of teaching Latin and Greek.

When registrations are made out each year, Mr. Goodwin has had the task of making the schedule for the new classes. It takes many weeks to prepare a working schedule, especially since the enrollment of pupils has grown to such a large number, but Mr. Goodwin manages to do the work in his free periods.

Ruth Scace '32

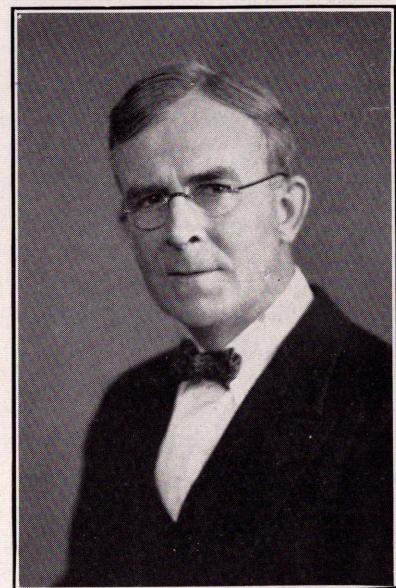
MR. JOHN F. FORD—Vice Principal

In 1905, Mr. John F. Ford, at present vice-principal in charge of the commercial department, graduated from Holy Cross College. Immediately upon leaving college, he started teaching at Marquette University in Milwaukee, Wisconsin. After teaching there approximately two years, he took up graduate work at the Bridgewater Normal School in Bridgewater, Massachusetts. One year later, he again resumed teaching at Carlton, Massachusetts, where he remained for five years.

In 1914, Mr. Ford was appointed as a teacher and acting vice-principal in the Commercial Department, which, at the same time, had been transferred to the Franklin F. Reed school on Fenn Street because of the capacity enrollment in the main high school building.

Later, when the Reed school was found unsuitable, a comprehensive reorganization including all departments was made and Mr. Ford became vice-principal in charge of the entire commercial department.

Ruth Scace '32

**The Faculty**

Mr. Roy M. Strout, *Principal*

Mr. John A. Ford, *Vice Principal*

Mr. William D. Goodwin, *Vice Principal*

Mr. John A. Ford, *Head of Commercial Department*
 Miss Helen Gerrett, *Head of Home Economics Department*
 Mr. William D. Goodwin, *Head of Latin Department*
 Mr. Theodore Herberg, *Head of Mathematics Department*
 Mr. George M. Innis, *Head of Modern Language Department*
 Miss Rachel W. Morse, *Head of History Department*
 Miss Madeline E. Pfeiffer, *Head of English Department*
 Mr. Edward J. Russell, *Head of Science Department*

Miss Katherine Baker, *Geography*
 Mr. John F. Bulger, *Science*
 Mr. Joseph J. Canavan, *History*
 Mr. Raymond F. Carey, *Latin*
 Miss Doris R. Carmel, *Stenography*
 Miss Ella J. Casey, *French*
 Mr. George Childs, *Physical Training*
 Miss Margaret M. Conlon, *Latin*
 Miss Margaret Davison, *Science*
 Mr. George H. Denison, *Drawing*
 Miss Frances Downey, *Stenography*
 Miss Alice Downs, *English*
 Miss Elizabeth Enright, *Stenography*
 Mr. Thomas F. Geary, *Mathematics*
 Miss Patricia Gillespie, *Stenography*
 Mr. Arthur P. Goodwin, *History*
 Miss Pauline Haeussler, *Stenography*
 Miss Vera Harvey, *Household Arts*
 Mr. Harold E. Hennessy, *Science*
 Mr. Milon J. Herrick, *Mathematics*
 Miss Laura L. Hodges, *English*
 Mr. Norman J. Holly, *Bookkeeping*
 Miss Mildred M. Jordan, *Mathematics*
 Miss Margaret M. Kaliher, *History*

Miss Mary A. Kelly, *English*
 Miss Catherine A. Kennedy, *French*
 Mr. Harold E. Lynch, *Science*
 Miss Lucy M. Mangan, *Office Practice*
 Miss Elizabeth McCormick, *English*
 Miss Katherine McCormick, *English*
 Miss Elizabeth McLaughlin, *Physical Training*
 Miss Grace C. McSweeney, *English*
 Mr. James W. Meehan, *History*
 Miss Helen M. Millet, *French*
 Miss B. Elizabeth Morris, *English*
 Miss Frances Murphy, *English*
 Mr. Henry J. Murray, *History*
 Miss Catherine G. Nagle, *Latin*
 Mr. Joseph C. Nugent, *Bookkeeping*
 Miss Helen E. O'Brien, *English*
 Miss Mary Palmer, *Household Arts*
 Miss Isabelle V. Power, *English*
 Miss Josephine E. Powers, *Bookkeeping*
 Miss Lillian A. Prediger, *History*
 Miss Elsa P. Rieser, *Stenography*
 Miss Florence M. Waite, *English*
 Miss Helen Warren, *Spanish*

Miss Loretta N. Nugent, *Office Clerk*

Miss Agnes L. Corcoran, *Office Clerk*

An Appreciation

THE City of Pittsfield has endowed her future citizens with a structure which is one of the finest school buildings in the state. Now that this beautiful and well-equipped institution is ours, we, the students of Pittsfield High School express our gratitude to those public-spirited citizens whose untiring and invaluable efforts have made possible the successful construction of the edifice.

To the High School Commission, to Mr. Strout, his assistants, and the faculty committee, we owe a debt which can never be repaid. We are inspired by their ardor which has been manifested during the past years when there were tremendous burdens to shoulder. We admire the spirit with which they worked on their task.

Truly, the City of Pittsfield can accomplish no greater achievement than to make her sons and daughters good citizens, to give them proper preparation to face the world, and to help them lead happy and useful lives.

The student body owes the citizens of Pittsfield and the High School Commission a debt of gratitude for their generosity.

The Editor

The Science Department

UNDoubtedly the most interesting section of the magnificent new high school is that devoted to the Science Department. Its twenty-two splendid rooms are located on the third floor where they extend from the central portion of the main building into the east wing. For biology there are, in addition to the laboratory, two preparation and storage rooms, a sun-room for germinating plants, and a lecture room; for chemistry, two laboratories, two preparation and storage rooms, a fire-proof acid storage room, a preparation room for the chemical lecture room, and a dark-room for photo-chemical work; for physics, two laboratories, two preparation and storage rooms, one electrical room, and one lecture room. In addition, there is a laboratory of biology-physiography. The entire department must be seen to be appreciated, for no words can adequately describe the overwhelming completeness of the equipment, the high degree of quality which characterizes everything, and the marvelous ingenuity illustrated in the numerous remarkable devices that almost tax the credulity of the observer. The luxurious laboratories are, in short, a veritable wonderland of scientific opportunity.

The biological laboratories will be a source of inestimable value and pleasure to those sincerely interested in this important and fascinating branch of science. They are provided with chairs and tables, each of the latter accommodating two students. The sliding blackboards, which constitute a feature of all the rooms, are situated in the front where the three movable surfaces are of great advantage in supplying additional writing space, as well as in concealing examinations until the proper time. As everywhere else throughout the department, projection screens are conveniently attached to these blackboards so that either still or motion pictures can be used to supplement the ordinary instruction. To facilitate this, all windows are equipped with light-proof curtains, while electrical outlets at the rear make the connection of the lantern or projection machine exceedingly simple. There are also attractive storage and display cases along the side-walls, a skeleton cabinet, a chart rack, a germinating bed, aquaria, and a sink at the rear where hot or cold water is available. Over the sinks, peg-boards make it easy to drain glassware. The instructor's desk has hot and cold water, gas, and electricity outlets so that efficient demonstrations can be given. In truth, these delightful laboratories leave nothing to be desired; any work in them would be a pleasure.

The chemical laboratories are a great achievement. They are almost as attractive as they are useful. Both the chemical and physical laboratories have installed the Lincoln type of student desk, developed at Teachers' College, Columbia University. At each place is a comfortable chair so that work can be done standing or sitting. Each station is also provided with a soap-stone sink, hot and cold water, gas, and electric current, direct or indirect. The drawers have unique combination locks, each pupil being assigned the combination to his own compartment where he keeps his individual apparatus. The table-tops are of black, acid-resisting material. There are four fume hoods, which are of great service in conducting experiments evolving disagreeable or noxious gases, for they are controlled by an electric motor attached to a blower that draws the objectionable fumes from the glass inclosures through ducts at the top. The in-

structors' desks are fitted out with vents, the purpose of which is similar, as, by turning on the blowers, odorous gases formed as a result of experiments performed by the supervisor can be removed immediately. Is it any wonder that pupils enjoying these conveniences are to be envied? But this is by no means all. One of the peculiar features of the chemistry laboratories is a woolen blanket which can be used to smother flames should any clothing get afire. It is attached to a permanently fixed roller on which it is automatically rewound after use. Furthermore, extinguishers of both the foamite and soda-acid type greatly lessen the fire-hazard, a like protection being found in the other rooms. Balance shelves and storage cases provide space for the apparatus, and, as in all the laboratories, note-book cabinets having one hundred numbered compartments each (one for every student) constitute an interesting feature. The cork panels on the doors of these cases are suitable for posting notices of various kinds. While discussing the facilities offered for the study of chemistry, it may be well to mention the two glass-inclosed, electrically-lighted bulletin boards, the only ones in the school, which, although for the use of the Science Department in general, will serve to display good results obtained by chemistry students and thus will encourage excellent work. After this general account of the chief advantages offered for the study of a subject that is dear to the hearts of most young people, it is not necessary to enlarge upon their value; they speak for themselves in terms far more eloquent than words. Let it suffice to say that it is a real honor to enjoy their use.

Physics, which is without doubt one of the most practical subjects taught, will be even more popular than ever because of its marvelous laboratories. Like those for chemistry, they have Lincoln type desks and chairs, gas, hot and cold water, fully-equipped instructors' desks, sliding blackboards, projection screens, and note-book cases. Here the storage cabinets are unique in that the doors have a blackboard surface. A neat swivel rubber-tired service truck for carrying supplies from the work room to the individual students is another point of interest. The work room, occupying the space between the laboratories, is splendidly equipped with an electric drill, electric grinder, electric lathe, and a work bench with a powerful vise. Here much work hitherto impossible can be carried out. The most remarkable facility for the study of physics, however, is the ingenious provision for conducting electric current, direct and alternating, to each of the tables. There are fourteen circuits in each laboratory, the current being controlled at a main distributing board supplied with measuring devices and a circuit breaker on each side. Due to the fact that the General Electric industry is the most important one in our city, it is altogether fitting that our young people should have opportunities for receiving especially good training in this most vital phase of physics. This need has been amply provided for in the new building and it is to be hoped that many students destined to take up electrical work will receive an introduction to its principles in these truly magnificent experimental rooms.

Now that most of the outstanding points in reference to the Science Department have been considered, it would be well to pause a moment in an endeavor to appreciate them. A huge debt of gratitude is owed to the Head of the Department, Mr. Edward J. Russell, whose untiring efforts and brilliant work have

helped to make the facilities for the study of the sciences what they are. Those who are so fortunate as to pursue these subjects later on should attempt to show their appreciation by entering into the work in the right spirit. They should do their best to keep the laboratories as immaculate and flawless as they are today; they should study for the pure joy of learning. Yet unfortunately educational opportunities are only too often ignored. But September is the time to turn over a new leaf. The proper attitude will open up new realms of glorious thought, for no subject can be made more helpful or enjoyable than science. For science, after all, is the Aladdin's lamp that reveals the marvels of the world; science is the magic force that has made possible the degree of perfection attained by our modern civilization; science is, in short, a great power in the life of mankind.

Betty Browne '32

The Commercial Department

THE aim of the commercial curriculum is twofold: to aid pupils in learning how to live, and to teach them how to make a living. These two ideas are kept in mind that the pupils may become worthwhile members of the community when they leave school. In the commercial department of the new high school, the pupil is offered every opportunity to succeed in his future life.

This new high school may be compared to a busy city, and the business section of this beautiful city of ours is one of the most interesting. Situated on the third floor of the new building, it is as complete as a business college in itself. It consists of a group of spacious, well-lighted rooms, the walls of which are neutral-colored and the woodwork, light brown. The classrooms are on both sides of the main corridor, and along the west wing.

The bookkeeping rooms for beginners are furnished with regulation sized tables, while the more advanced pupils have larger, more businesslike desks. The movable chairs in the department are especially constructed to promote good posture. They are most comfortable and prevent lounging and slumping. These chairs will enable one to do more efficient work without becoming tired. One of the most interesting rooms in the section is a dictaphone room. It is comparatively small, with a skylight, and soundproof walls, so that noises can neither enter nor escape from the room. This work with dictaphones will undoubtedly prove very constructive and helpful. The school bank is included in this department since the commercial students have charge of its management. It is identical in appearance with a real bank, with its cages and grilled work. Pupils will be permitted to deposit money here during their free periods throughout the school day. This will give the commercial students actual practice in bank work and will be valuable and stimulating.

In the typewriting rooms for beginners are long benches, able to hold at least four machines, and equipped with ledges in order to prevent the typewriters from slipping off. More experienced pupils are supplied with regular desks containing six drawers and a sunken space, the height of which is adjustable, for the typewriter. All of the drawers which need to be locked are equipped with combination locks.

Besides the regular bookkeeping, office-practice, stenography, typewriting, commercial geography and history rooms, there are also small mimeograph and multigraph rooms.

The courses of study are so arranged that pupils may take that line of business for which they have an aptitude and liking. The commercial department of the new high school could hardly be more fully equipped than it is. It is a fascinating place in which to begin one's business training and could not offer a better opportunity for success to a resourceful student.

Nancy Walker '32

The Physical Training Department

IN this great temple of learning, wherein the minds of those who will be the men and women of tomorrow are to be molded, we find that physical training also holds an important part.

The physical training department occupies the central portion of the building on the basement level. The shower rooms and locker rooms are located in the basement, while the gymnasium occupies the wing in the rear of the building. These shower and locker rooms are situated on either side of a central corridor opening into the gym. This gives one section for the girls and the other for the boys. Both of the locker rooms are very similar, containing about twelve hundred all-steel lockers, conveniently placed to avoid crowding. The shower rooms are quite dissimilar in that the girls' showers, unlike those of the boys, are divided into separate compartments, one for each girl. The showers are equipped with a single control, located on the outside, by which all of the showers are operated. There are also two roomy offices for the physical instructors of both boys and girls. These are located near their respective entrances to the gym.

The gymnasium, as has been previously stated, occupies the central rear wing of the building. Light is admitted by two rows of large windows on the east and west sides, and by two skylights. The gymnasium floor covers a total area of five thousand eight hundred and fifty square feet, being ninety feet in length and sixty-five feet in width.

There will be a large sliding partition, dividing the gym into two equal parts. Each part will then have a floor space covering two thousand nine hundred and twenty-five square feet. These figures alone are inadequate to convey to the reader an accurate mental picture of its size. It must be seen to be appreciated.

All of the equipment is of the latest design and construction. Among the apparatus and supplies with which the gymnasium is stocked, are the following: parallel bars, stall bars, horizontal bars, flying rings, traveling rings, horses, pulleys, balance beams, mats and mat trucks, steel wands, Indian clubs, medicine balls, spring boards and a boom.

The highly polished floor is marked out for the playing of various games. There are six basketball goals; two for each side when the partition is in use, and the other pair for use when the partition is folded.

The gym is to be provided with collapsible chairs and the seating capacity will be six hundred and twenty-five.

Opening off of the gym there is a large apparatus and supply room, in which much of the equipment will be kept when not in use.

The physical training program, will include work for all classes, and in this splendidly equipped gymnasium, physical exercise should be a source of health and joy.

Robert Browne '34

The Home Economics Department

THE Home Economics Department of the new building is one of the best equipped among the high schools of Massachusetts, and is better than those of many colleges. It offers opportunities for expansion, it cooperates with the cafeteria, and it gives training in home economics to anyone who wishes it.

This department is divided into two parts: the household arts department and the domestic science division. Household Arts is one of the five prescribed courses of the school, while domestic science may be taken as an elective for other courses.

The household arts division is aided by the state. Massachusetts pays one-half of the cost of maintenance, including salaries and supplies, while the city pays all the cost of initial installation. A state supervisor oversees the administration of the department and may demand professional improvement by instructors each year. Thus the department will have and maintain a high standard.

The clothing division of the household arts department consists of a fitting and cutting room, two clothing laboratories, and a built-in wardrobe locker, large enough to accommodate the clothing being made by the girls. There are five electric sewing-machines here, and three electric irons and boards. The sewing tables have combination locks on each compartment so that the work of each student is separate and locked.

The foods division of the household arts department is also very well equipped. It consists of two laboratories: one, equipped as a classroom with the regulation furniture so provided; and the other, run according to the unit system. This consists of six miniature kitchens where girls work as they would in a home. There are six console gas ranges in the laboratory. In this room the instructor will have supervision of all units as in a regular classroom.

Besides the laboratories, there is in this department, a completely furnished model apartment. This model home is furnished in maple and is as near an economical ideal home as possible. It consists of a practice kitchen, modernly equipped with a General Electric Hot Point range and all necessary accessories; a living room, a dining room, a small bed room, and a bath. In this apartment will be conducted advanced work, in which the methods and principles learned in the laboratories will be applied. Here, definite work will be outlined for the girls each day, as the duties connected with any home will be executed. These rooms afford excellent opportunity for the girls to carry out their training by working under ideal conditions. Here, also, will be held classes in home management, interior decorating, and so forth.

In connection with these rooms, are two rooms that are to be used as a hygiene center. Classes in hygiene and first aid will be held there. These will be taught by a registered nurse under the approval of the state and the American Red Cross. These hygiene rooms are supplied with general hospital equipment for teaching and practical use, and it is hoped that they will be used as a medical center that will benefit the city.

This modern, complete, well-equipped department has several aims. First, it teaches the fundamentals of foods and clothing, and enables the student to progress as rapidly as possible along those lines. Second, it endeavors to impress upon students the absolute necessity of cleanliness, neatness, and simplicity, in regard to both food and clothing. Third, it strives to impart to the girls the

practical household facts which they need to know, as well as their relationship and responsibility to the other members of their families.

And fourth, it endeavors to raise the standard of the American home by attempting to make the girls enjoy taking part in the family life.

The home economics department prepares a girl for normal school, to major in that line of study, and for student nursing in hospitals. For this, her course in food hygiene and her half-year of dietetics form a good foundation.

Miriam Mirmow, '33

The Auditorium of the New High School

ONE of the most striking features of the new building is the auditorium. Upon entering it, one is immediately impressed with its grace, its beauty, and its size.

The seats in the orchestra number one thousand and forty and are finished in a brownish-red colored leather. The slope from back to front of the auditorium is twelve inches; thus people sitting in the rear are able to see as effectively as those in front. The side walls in the orchestra, finished in a dull red, are adorned with electric light fixtures which, by the way, are manipulated very cleverly. Each of these light fixtures includes two lights so that if anything goes wrong with one set, the operator in the control room at the back of the auditorium can turn on the other set. There are also five panic lights above the stage that can be turned on to calm an excited crowd. The main part of the auditorium in the orchestra, however, is illuminated by four chandeliers, each of which contains twenty-four lights. The back of the auditorium, in the orchestra is illuminated by lights which shine down through six heavy panes of glass.

The heating for the auditorium is accomplished by what is called "the indirect method." Air is let in from the outside, is heated by electric fans along the side walls, and then is ejected into the auditorium. This is called the Uni-Vent system. At the rear of the hall are two heaters which are run by immense fans on the roof.

The balcony, which seats four hundred and forty persons, is especially graceful. The side walls of the balcony are artistically designed and are finished in white plaster-paris. At the rear of the balcony is the moving picture booth, which has provisions for the installation of "talkies." This booth is made fire-proof by the finish of asbestos on its walls. The pictures are shown on a screen which is attached to a frame that can be hoisted or lowered when not in use.

The stage, which has a four inch slope from front to back, is equipped with three pieces of scenery. These are a back-drop and two wings showing the interior of a house. The flooring of the stage has a cement base with two wood finishes on top of that. The curtain, which is a very bulky piece of material, is colored the same dull red as the seats and side walls in the orchestra. The stage is protected from fire by an asbestos curtain which hangs just inside the red one.

The auditorium, as a whole, has adequate fire protection through several hundred sprinkler heads which protrude from the ceiling. There are seven exits both in the balcony and in the orchestra, which may be used in case of fire.

The auditorium has excellent acoustic properties, celotex having been used for this purpose. This auditorium, combining as it does beauty and utility, is one of which the city may well be proud. It should be a delightful and dignified gathering place not only for the student body but also for the citizens of Pittsfield.

Joseph M. McMahon, Jr., '33

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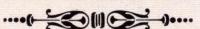
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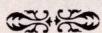
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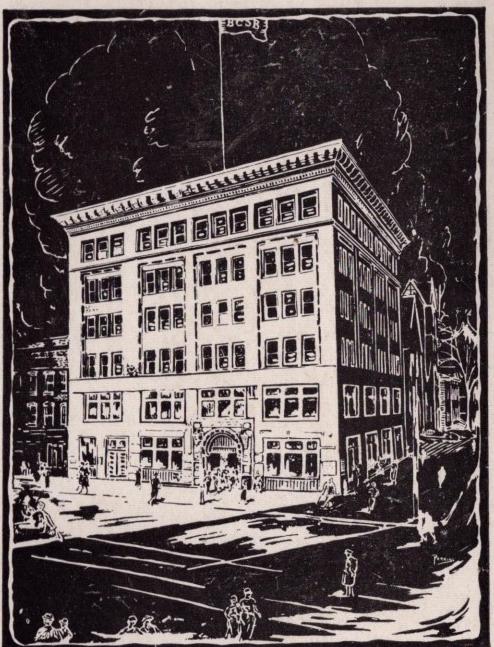
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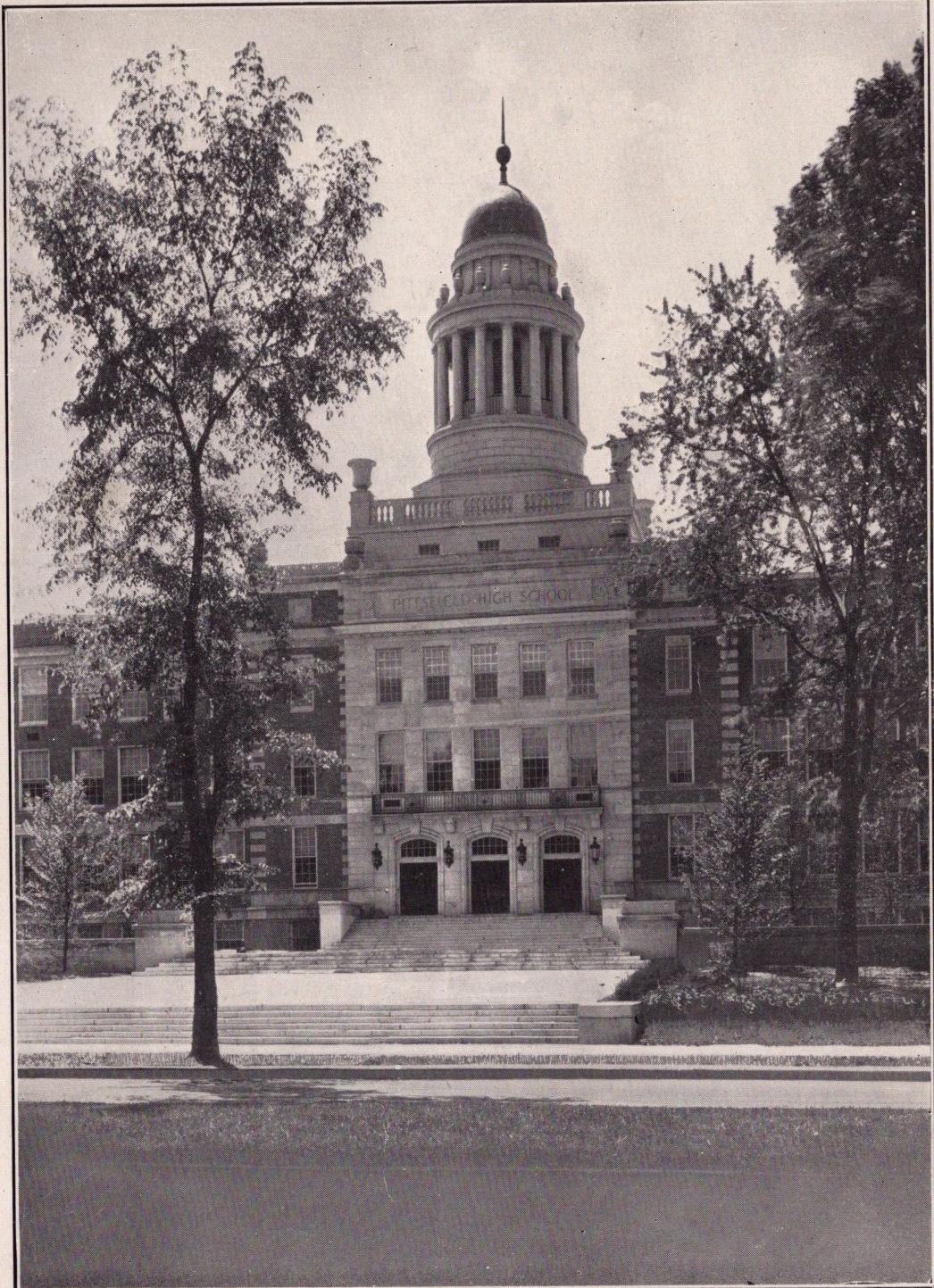


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